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ABSTRACT

The Franklin Northeast Supervisory Union through its Exemplary Program on Career Education developed a curriculum guide based on the concepts of awareness of occupational choice, awareness of one's self-image and relationship to others, exploration of occupational choices, exposure to these choices in a real sense, and experience leading to the acquisition of working skills. The primary grades (1-3) career education program taught units on the home, school, neighborhood, community and self-image. In the intermediate grades (4-6) units on the county, State, regions, nations, and the student's self-image all in terms of occupational awareness were studied. The junior high program made indepth studies of Occupational Clusters and all factors involved in job preparation, and in acquiring and performing jobs. Sample integrated units were included which listed the objectives, suggested activities, audiovisual materials, and resource materials needed for each unit. The curriculum committee also suggests some activities and techniques for integrating career education into the classroom which can be applied to all grade levels. These suggested activities, field trips, and resource people are discussed in detail. The document also lists audiovisual equipment, films, cassettes, filmstrips, games, resource kits, and books that can be made use of in the program. (BP)

# CURRICULUM GUIDELINE

## FRANKLIN NORTHEAST SUPERVISORY UNION

LARRY McNUTT, DIRECTOR
RICHFORD, VERMONT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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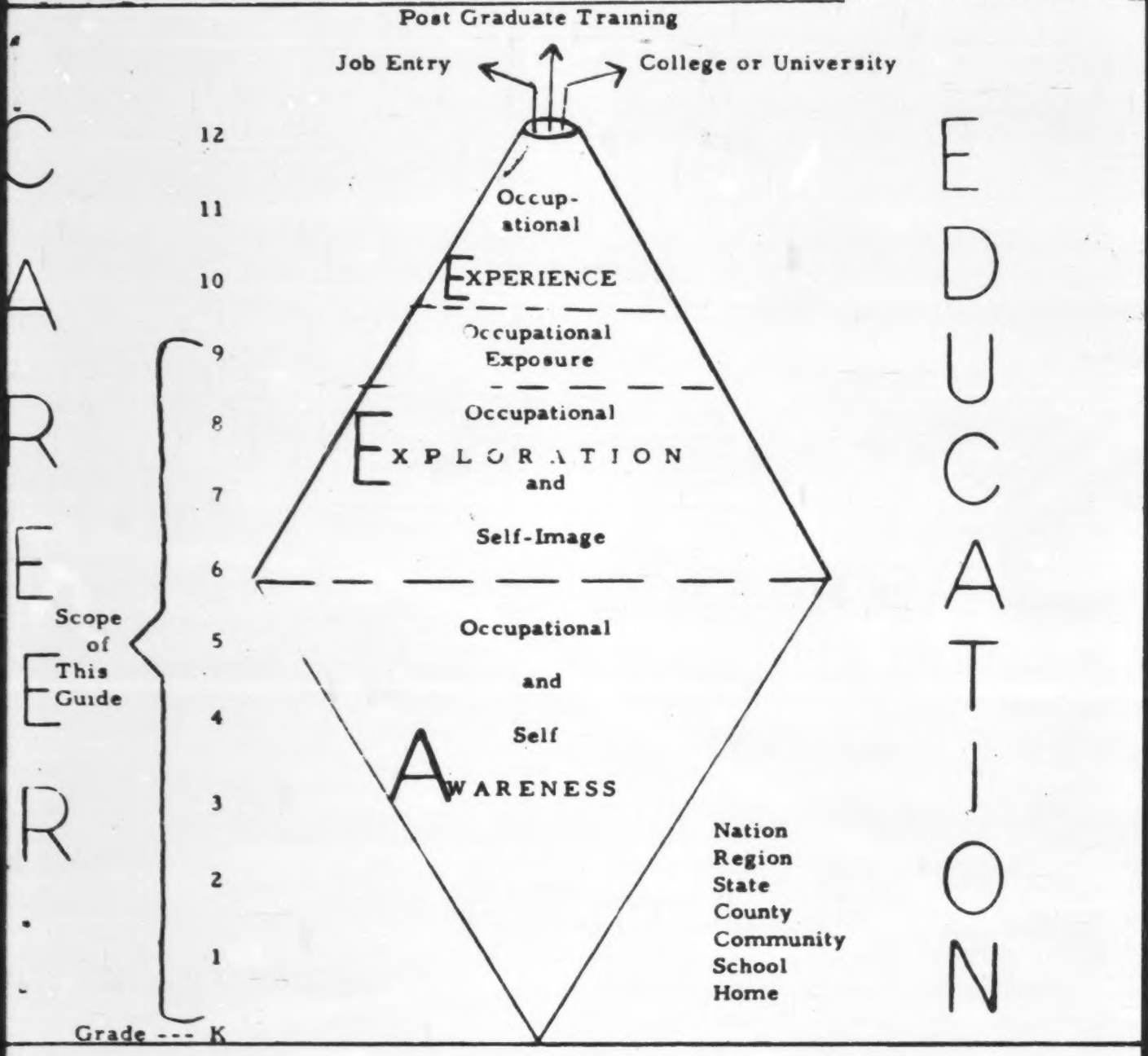


A plan of Student Development Grades K-9

To: The Teachers and Administration
of Franklin Northeast Supervisory Union

The purpose of this report is to initiate curriculum development into the School District. The development of a sequential Career Education Curriculum will serve both the students and teachers. The students will benefit from a sequential program of Development which is relevant to their growth, repetitive where necessary and minimal in overlap. Teachers will benefit in terms of knowing their area of responsibility and contribution. New teachers coming into the system will be able to fit in without creating a gap in student growth.

This report is only the first major step. The ideas, criticism and suggestions of all the District teachers will be incorporated into the final curriculum guideline. As you go through this report feel free to make suggestions to the curriculum commitee members in your school or directly to the Program Director. We have held two meetings and spent two days in a curriculum development workshop to reach this point. Now we need your help to finalize the curriculum guideline.

# CURRICULUM ADVISORY COMMITTEE

| | |
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# CAREER EDUCATION

Two major problems confront today's educational systems. These two problems are money and curriculum. Society today is faced with increasing demands in the areas of education, medical care, welfare and poverty. There is fierce competition at all levels of government, for the "limited buck". Even though the highest priority for society should be the education of its young, it is still fitting that citizens and taxpayers demand better results from their educational "tax dollars".

In recent years school systems have come under severe critism for their "lack of relevancy" in curriculum. There is the fact that far too many young people leave our secondary schools without either an idea of what they want to be or any skills with which to work. It is time that existing curriculum be brought into focus fiscally as well as in terms of relevance.

A new term, Career Education, has come into prominence recently. This term, when fully defined, could prove to be a step in the right direction of relevancy and reasonable cost. Fiscally, Career Education may cost more than traditional education but the end result, student development, will be worth it. Career Education is relevant because it deals with the World of Work and all the occupations and people that comprise a community or nation.

U.S. Commissioner of Education, Dr. Sidney Marland, has made Career Education his department's top priority. He says,"Speaking in terms of the schools, career education - as I see it - would embrace Vocational Education, but would go a good deal farther.-------In any event what the term Career Education means to me is basically a point of view, a concept that says three things; First, that career education will be part of the curriculum for all students, not just some. Second, that it will continue throughout a youngster's stay in school, from the first grade and beyond if he so elects.

Third, that every student leaving school will possess the skills necessary to give him a start in making a livelihood for himself and his family, even if he leaves before completing high school."

The Franklin Northeast Supervisory Union, through its Exemplary Program, has the responsibility of creating Career Education along Commissioner Marland's lines. Bear in mind that Career Education is for <u>every</u> student in terms of his own aptitudes and interests. Whether a student becomes a clerk, lawyer, technician or non-skilled worker, Career Education has a value.

The next point is "How do kids best learn?" Today's young people are exposed to and turned on by television, travel, and other kinds of media. They become involved in what they can see and are a part of. Therefore, involvement seems to be the key. Our Career Education Program must get students involved in what we are trying to teach. The more real we can make the world of work, the more complete the learning process will be.

When you get students involved in the learning process and out of the classroom occasionally there are fringe benefits to other areas of study as well. To support this statement a recent article, in our local paper, by Nat Worman follows:

"Congratulations to counsellors Robert Kingston and Bruce Eastman of the Integrated Vocational Educatoon Program.

That's a mouthful, but it simply means that because of a federally-financed program students are using the community as a place to learn.

It may appear that the learning is limited to a look at future vocations.

But we like the program also because it gets students out of the classroom and into their hometown.

On the surface this may not seem very important. But when you consider how few the opportunities are for a young person to get around his own home town - visit the people, the doctor, the lawyers, the industries - the importance of the I.V.E. project emerges.

Education, after all, must concern itself with the ways in which people live, how they make their living and how they make their lives and themselves."

## THE PROGRAM

The cover page depicts what the Exemplary Project considers the role of Career Education should be. We plan to develop student awareness, by degrees, through the first six grades. During this period the student is not asked to make any selection of occupation. The more a student becomes aware of occupational possibilities, both in numbers and geographic proximity, the clearer his own abilities, interests and ambitions will come into focus.

As the students enter grades seven, eight and nine they should begin to select areas or clusters of occupations for further study. An example of an occupational cluster would be the Building Trades Cluster. Within this cluster there are many occupations requiring similar skills, interests, abilities and personalities. In addition these occupations require varying preparations and skills. Within this cluster any student, who possesses interest or abilities, might find an occupation to his liking.

In these middle grades (7,8, & 9) the student will cruise, in depth, through several of these clusters. Hopefully, they will find two or three clusters which coincide with their individual abilities and interests. On occasion a student will find a particular area or occupation is not to his liking. A NO decision is just as valuable as a YES. Either decision based on reasonable knowledge, aids the student to find his direction. During Grade 9 every student in both Enosburg and Richford takes a one-semester course, "Succeeding in the World of Work". During this semester the student deals with working conditions, interviews, applications, preparation requirements, incomes, work cluster studies, etc. They then need to make some decisions concerning their remaining three years.

During the 10th grade year, plans are to develop short term (2-5) days work experience in 2 or more situations. During these visits they are to observe the daily routine, requirements, atmosphere, skills and contribution of the worker or professional they are assigned to. Generally this is to be a year of decision for a student. Decision in terms of career, direction of occupational aspiration, and post high school plans. This does not mean every student will decide his occupation in the 10th grade. It does mean, that by this time, most students need to make some decision among existing alternatives.

During the 11th and 12th grades these students, who desire long term work experience, will be given the opportunity. This work experience will be based upon his goal, (job entry-post graduate training - 4 yr. through CO-OP training or through the vocational clusters available. Even those students who plan four year college work need some association with work during these years. The assumption is, that the more experience one can gain, the more definite his decision will be.

In conjunction with occupational awareness, exploration, exposure and experience; two other understandings need development. These understandings are individual worth and positive attitude towards work and other people. In terms of individual worth such awareness as: my feelings, my similarities and differences to others, my strengths and weaknesses, and my role in society. In terms of positive attitudes such awareness as: how to get along with others, caring for their own and other's property, appreciation of the contributions of all workers regardless of their occupation, and the give and take process of living.

In view of the preceding ideas, our summer Workshop, the validity of Career Education, and the objective of the project, an elementary staff curriculum committee was organized. Its purpose is to establish guidelines for integration of Career Education into the five town supervisory union.

All grades 1-9 are represented on this committee. Much work remains to be done, but we have established some concepts, procedures, techniques and activities to begin with.

## A Preliminary Definition

The term Career Education encompasses a broad area of individual growth and development. It includes awareness of occupational choice, awareness of ones self-image and relationship to others, exploration of occupational choices, exposure to these choices in a real sense, and experience leading to the acquisition of working skills. Ultimately, Career Education is that part of the curriculum which enables the student to grow in the acquisition of understandings, skills and attitudes towards work and human relations. These acquisitions will enable him to more satisfactorily and effectively function as an individual and as a member of society.

## Point of View

A Career Education program which effectively develops individuals who possess positive attitudes towards work and human relations has the following characteristics:

1. It is based on the needs, capabilities and interests of the student as an individual and a member of society.
2. It is organized so as to develop the student from Kindergarten through the 12th grade with only necessary overlap of sufficient variety of method, and appropriate emphasis according to educational level.
3. To achieve its full impact it reinforces and receives reinforcement from all areas of the curriculum. Through this process Career Education and all areas are more relevant and enhanced.

4. It is flexible to the extent that sufficient differences in students and teachers are met.

5. It is comprehensive enough to contain value to all children in their career interests and desires.

6. It provides every opportunity to build positive attitudes towards work and people in general.

7. It emphasizes the inter-dependence of careers, people, and nations which is necesaary to social and economic wealth.

Some Concepts to Develop (K-9)

1. Individuals differ in desires, abilities, interest, values and attitudes.
2. Self-image is important in making career decisions.
3. The World of Work has sufficient variety to allow each individual to find his place.
4. Geographic location limits career choice.
5. Writing, speaking, listening and reading well are necessary to peoples work.
6. People work for many reasons and rewards.
7. Specialization leads to interdependency.
8. Society needs a great variety goods and services and each individual contributes to that need.
9. The ability to communicate is essential in working with people.
10. An understanding that math, science, English, and art each contribute to a persons ability to communicate.

# Integrated Program of Career Education

## Grades 1-3 = Home, School, Neighborhood, Community, Self-Image

Grade 1 = The child should learn about the work activities in his home, school and neighborhood.

Examples:

1. Mother's work in the home
2. Father's work in the home
3. Children's work in the home
4. Mother's work outside the home
5. Father's work outside the home
6. School is a child's work role
7. Workers in the school
   a) Teacher
   b) " Aides
   c) Custodian
   d) Cooks
   e) Principal
   f) Secretary
   g) etc.
8. Workers who come into my neighborhood
   a) Plumbers
   b) Radio-Tv Repairmen
   c) Carpenters, Painters
   d) etc.

Grade 2 = The child should learn about work and services in his community dealing mainly with those businesses common to any community.

Examples:

1. Merchants
   a) Grocer
   b) Clothing
   c) Service Station
   d) etc.
2. Community Services
   a) Public officials
   b) Firemen
   c) Town maintenance
   d) Police
   e) etc.

Grade 3 = The child should explore the expanding community, particularly those industries unique to this area.

Examples:

1. Dairy Farming
2. Furniture Industry
3. Grain & Feed Industry
4. Wood Products
5. Textiles
6. Maple Sugar
7. Etc.

Sample Integrated Unit - Grade 2

I.V.E. In-Service Committee, Grades 1-3: Mrs. Genevieve Hall, Mrs. Cheryl Goyne; Mrs. Doris Clark, Mrs. Mary Sould, and Mr. Robert L. Kingston

POST OFFICE

A. General Objective: To give understanding and appreciation of the function of the Post Office.

B. Performance Objective: To address an envelope (language arts); to write a letter and send it (language arts); kinds and worth of postage, weight of a letter and a package (math.); communications and transportation, geography and map work, The Pony Express--- History of Mail Delivery, (social studies); greeting cards, thank you notes, illustrating of letters (Art); sorting methods, zip-codes, gluing methods, paper production (science); private boxes numbers and codes, box rental (math.).

C. Suggested Activities:

1. Interest and motivation: Fan Mail, Greeting Cards, Sharing letters from distant points, ordering books and pamphlets, Pen Pals. Learning where to mail a letter.

2. Learn about a local post office worker: Mailman, Postmaster or Clerk, Rural Carrier, Carrier Pigeon, Movies about the Pony Express, Mail Box making; Stamp Collector; local greeting card artist; visiting Philatelist;

3. Learning about Community Services, Agencies and Businesses:

FIELD TRIPS: A group going with the rural carrier (if permissible); walk with the town carrier; visit the Post Office; help Santa Claus with his mail, going with older brothers on paper route delivery; visit Western Union (telephone Company).

4. Self-involvement: Building a classroom postoffice; communication between classrooms by means of notes, walkie talkies, telephone manners as compared to letter writing manners; trace the route of a letter from the sender to its destination; make a community map either flat or three dimension showing routes to the post office and streets surrounding the post office; Pen Pal Club; Zip Codes---- learn and locate them and explain why telephones, letters, and people (Social Security) have to have numbers; making own greeting cards and sending them; making thank you letters and notes and delivering them; art work for bulletin boards, murals; construction of trucks, trains, airplanes, ships, cars, xerox, teletype and telephone machines, mail boxes; stamp collecting, designing a new stamp; collecting and learning and drawing models of current postage stamps; writing to other stamp collectors; make own photographic greeting cards.

Sample Integrated Unit Grade -2 ( Cont.)

5. Role-playing: Post office set up in the classroom: Postmaster, Clerks, Weigher, Sorter, Stamper, Packager, Boxer, Airmail Clerk, Parcel Post Delivery Clerk, Bagger, Rural Mail Deliverer, Town Mail Delivery, Airmail Loader and Deliver, Bus Mail Delivery, Train and Boat Delivery, Pony Express and Carrier Pigeon; Daddy Bag, children of parents involved in postal occupations bring a bag with the equipment parent uses; Punch and Judy show; make own puppets representing various postal workers and have children answer questions of a Postmaster puppet to get the job (paper bags and Postal Delivery caps.)

Footnote: Field Trip: Visit Sears Roebuck or Montgomery Ward mail order office and catalogue division; children can learn to order from school or home; savings involved and time; learning how to describe your own sizes, colors, etc.

Grades 4,5,6 = County, State, Region, Nation & Self-Image: Students now go more into depth in terms of occupation and preparation, skills, advantages - disadvantages, personal requirements, conditions, etc.

Grade 4 = The child should now explore the World of Work within his county, state, emphasizing the main industries in these areas:

Examples:

1. Paper products outside community. (Sheldon, Fonda Container, etc.)
2. Granite Industry
3. Product Industries
   a) Carbon
   b) I.B.M.
   c) G.E.
   d) Atlas Plywood
   e) etc.
4. Service Industries:
   a) Telephone, Electricity
   b) Dept. of Highways
   c) State Police
   d) Paid Fire Dept.
   e) etc.

Grade 5 = The child should study those occupations and industries of his region of the U.S.(main industries and occupations of New England)

Examples:

a) Farming in General
b) Large and small industries in region
   1. Service 2. Product

Grade 6 = The child should now make a comparative study of occupations of state and nation, study the role of Unions, and where applicable Canadian and Latin American workers.

Examples:

1. Growth and role of unions
2. Inter-dependence of workers in the nation and hemisphere.
3. Occupational limitations by geographic location
4. Urban and rural workers
5. etc.

# Sample Integrated Unit-Grade 4

## Manufacturing in Vermont

General Objectives:

Better understanding of the manufacturing industries that take place in Vermont.

Specific Objective:

When given a list of fifteen manufacturing industries, the student should be able to take ten of the industries and list the principle products and two different jobs which are unique to each industry. The student should be able to state the training necessary for each job.

Activities:

1) Devise method for getting students to arrive at the objectives themselves.

2) Speak with vocational counselor with regard to related trip.

3) Find out if the reference material available is applicable.

4) Before and after awareness questionare:

   a) Why are you going on this trip?
   b) What do you think you will see?
   c) What kind of people work on this job?
   d) Teacher can add own questions.

5) Discuss interviewing techniques:

   a) Questioning
   b) Taping
   c) Taking Pictures
   d) Interviewing each other

6) Invite officer from Department of Employment Security to talk generally to the pupils on manufacturing in Vermont in relation to the pupils own environmental problems.

7) ACTIVITIES: (Follow Up)

1) Complete the questionaire concerning what one might see at a factory with what he just experienced.

2) Writing letter skills.

3) Use Want Ads to relate to qualifications.

4) Making up own ads in relation to manufacturing jobs.

5) Make up fictional story or play about a person on a job. (manufacturing)

Sample Integrated Unit - Grade 4 (Cont.)

6. Students write own occupational briefs.

7. Graphs - Weekly, hourly, or monthly wages of worker.

8. Pictures from magazines relating to occupation.

9. Map Skills (Time, distance, mileage to job locations)

10. Spelling list of special vocabulary.

11. Games developed from occupational vocabulary.

Audio Visual/Reference Material

1) Our Wonderful World, Vol 4 - Chapter 1 (manufacturing & power)
Chapter 11 (workers & machines)

2) Eye-Gate #202 "Me, Myself and I" - Filmstrip & cassette titles "Who Am I", Why do my feelings change?", What Can I Do About It?, How Can I Improve Myself? What about other people?, Where do we go From Here?

3) SRA Job Family Series - Books

Book 1 Jobs in Science
" 2 Mechanical Work
" 4 Technical Work
" 5 Selling
" 6 Clerical Work
" 7 Engineering
" 8 Mathematics
" 20 Data Processings

4) Men at Work in New England: Henry B. Lent

5) Unions and What They Do, Sidney Lens

6) Imperial Film Co. Series, "Where Does It Come From?" title "Where Do We Get Our Paper? - filmstrip & cassette

7) Career Development Laboratory unrehearsed interviews with actual workers. These tapes are probably for 7th grade and above but the teacher may wish to use them for specific information about a job.
#3 Buyer, #5 Computer Programmer, #6 Account Executive, #7 Salesman, #15 Cost Analyst, #17 Commercial Artist, #18 Secretary, #24 Electronic Assembler, #26 Tool & die maker.

8) SRA - Occupational Briefs and Junior Occupational Briefs on specific job titles. Junior occupational briefs are primarily for grades 7-9, but may be useable at lower levels.

Audio Visual/Reference Material (Cont.)

9) Occupational Outlook Handbook:

U.S. Govt. publication giving specific job description and information about jobs.

10. Dictionary of Occupational Titles:
U.S. Govt. publication listing titles of over 20,000 different jobs in the U.S. This book also gives worker traits and personality required for certain job families.

Grades 7,8, & 9 :

The child should now begin in depth studies of Occupational Clusters (Job Families) and all factors involved in preparation, acquiring and performing jobs.

Examples:

1) Academic pre-requisites
2) Personal requirements
3) Interviewing procedures
4) Getting the interview
5) Keeping the job
6) Promotion possibilities
7) Cluster or job family studies:

a. jobs in science
b. " " mechanical work
c. " " Health
d. " " Technical work
e. " " Selling
f. " " Clerical work
g. " " Engineering
h. " "=Mathematics
i. " " Electronic Data Processing
j. " " Building Construction Trades
k. " " Outdoor work
l. " " Professional Home Ec
m. " " Social Work
n. " " Education
o. " " Psychology
p. " " Performing Arts
q. " " Publishing
r. " " Agriculture
s. " " Art
t. " " Unusual Occupations
u. " " Transportation

## Sample Integrated Units - Grades 7 & 8

The following Unit will be set-up differently due to the fact that it is departmentalized.

BROAD OBJECTIVE:

To Develop Positive Attitudes Toward the "World of Work" and Transportation Occupations.

Suggested Subject Area: MATH

BEHAVIORAL OBJECTIVE

Each child will be able to estimate loss to the economy of Vermont in lieu of isolation thru loss of taxes, salaries and unemployment.

| Activity | Suggested Technique | Resource Material |
|---|---|---|
| 1. Students make a list of occupations connected with transportation and salaries of said jobs. | 1. Discuss occupations throughout the state connected with the Highway system and the necessity of continuance of service as opposed to a curtailment in relation to loss of salary. | 1. Briefs in OEK<br>2. Filmstrip: "Transportation"<br>3. Resource People: Highway Patrol, " Engineer, Truck Drivers, Dispatchers (Rail & Air, Transports), Farmer - Dairy, Serv. Sta. Attentant, State Budget Director |
| 2. Bulletin Boards | 1. Federal Use of Taxable Dollar so much earmarked for trans. and Vermont's share in particular.<br>2. Occupational Clusters with average salaries correlated with taxable $. | |
| 3. Occupational Charade | "WHO AM I" | |

Field Trips

1. Trucking Firm
2. Montpelier Motor Vehicle Highway Dept. Headquarters, State Polic

Sample Integrated Unit - Grades 7 & 8 (Cont.)

Suggested Subject Area: Social Studies

BEHAVIORAL OBJECTIVE:

Each child will display an understanding of inter-dependency between states by listing a minimum of 10 occupations eliminated by isolating Vermont.

| Activity | Suggested Techniques | Resource Material |
|---|---|---|
| Filmstrip | Show filmstrip as prelude to discussion of present complexity of transportation system. | New York Times "Transportation-Communication |
| Bulletin Board | Each child should bring in pictures demonstrating one occupation relating to transportation in Vt. These would be put together for bulletin board. | |
| Guest Speaker | Speaker would demonstrate his occupation with ques. & ans. period for students. | Highway Patrolman<br>Truck Drivers<br>Maintenance Men<br>Serv. Station Attendants |
| Occupational Charade | Each child will demonstrate one occupation from occupational clusters of bulletin board. | |
| Development of knowledge of transportation systems in Vermont | Divide class into three groups to create a visual report of air, rail, and highway systems of Vt. | Vt. Highway Road Maps<br>Mohawk or N.East Airlines, Burlington, Vt<br>Vermont Dev. Comm. Montpelier, Vt. |

Sample Integrated Units - Grades 7 & 8 (Cont.)

Suggested Subject Area: Linquistics

BEHAVIORAL OBJECTIVE:

Each child will write a one page fictional account of what they think might happen if Vermont were isolated.

| Activity | Suggested Techniques | Resource Material |
|---|---|---|
| Bulletin Board | Put up pictures of different occup. in Vermont. | Pictures from magazines and newspapers. |
| Radio Program | Main news item: Vt. snowed in, completely isolated. (students will take role of reporters and people being interviewed) | |
| Newspaper | Make an issue of newspaper using above story as main item. | |
| Oral Reports | Have each student tell orally how his parent(s) job (s) would be effected. | |
| Occupational Charades | "What Am I" (students could act out various jobs.) | |

Sample Integrated Units - Grades 7 & 8 (Cont.)

BEHAVIORAL OBJECTIVE: Suggested Subject Area: Science

Each student will be able to recognize (5) five positive and (5) five negative effects of not having a highway system in operation.

| Activity | Suggested Technique | Resource Material |
|---|---|---|
| Have students list different types of skills involved in highway operation.<br>Pos. | Through process of discussion create student awareness of the occupations that are directly connected to the positive side of the transportation and skills necessary to acquire employment in the related areas. | Filmstrip: Transportation<br>Use: Community resource people whose job or way of life would be eliminated or changed if highway system didn't exist. |
| Field Trip | After student interest has evolved as it pertains to job clusters, schedule field trips to local trans. firm to create concrete awareness of skills necessary for employment, make possible interview with different types people and their job requirements. | Personnel at Trans. Co. |
| Students list types of jobs that would be eliminated if highway system did not exist.<br>Neg. | Via way of classroom discussion bring in types of employment, that would be reduced if not eliminated if there were no highway system. | Bring in personnel from water resources on the Dept. of Environmental control to discuss how their job or responsibility would change if there were no highways & related prob. |
| Speaker | After process of class discussion considering negative problems on highways such as salting and chemical weed control. Bring in speaker to discuss problems created by highways. | John Gray, Semi-retired Highway Dept. Head and Budget Director. |

Sample Integrated Units - Grades 7 & 8 (Cont.)

Subject Area: Science

| Activity | Suggested Technique | Resource Material |
|---|---|---|
| Bulletin Board | Construct Bulletin board to display skills as they relate to both positive and negative areas. | Magazines and periodicals outdated or otherwise. |

TEACHER EVALUATION

1. Did this activity apply to suggested subject area?_____Gr. Level?_____
2. Is the criteria for student performance (Spec. Behavioral objective) too high, too low, satisfactory? (Circle one)
3. Please comment on reverse side regarding the following:
   a) What additions or deletions could you suggest in the activity & technique column?
   b) Could you suggest resource material for this activity?

The curriculum committee also suggested some activites and techniques for integrating Career Education into the classroom. Some of these are general and, with variations, can apply to every grade level. One major activity is the Field Trip. However, a trip should follow this suggested guideline:

A Career Education field trip must emphasize the occupations and workers to be seen. The product or service is an important factor, but the various occupations are the main emphasis. The planning, preparation and follow-up for a career trip needs to increase occupational awareness for the students.

I. What Qualifies as a Career Education Field Trip?
   A. Any trip which deals with a study of occupations.
   B. A trip can be related to science, social studies, etc. but careers must be involved.
   C. A trip that is of value in terms of increasing awareness in one or more of the following:
      1. The dignity of all work.
      2. The inter-relationship of occupations.
      3. The factors of skill, preparation, personality, involved in occupations.
      4. Advantages and disadvantages relevant to different occupations.
      5. Develop awareness of variety of workers.

II. Procedures in Carrying out a Quality Trip:
   A. If the trip is a cooperative effort, teacher and counselor are both involved in -
      1. Preparation of forms and acquisition of the building principal's approval.
      2. Planning goals and objectives, organization, preparation of students, discussion on follow-up and evaluation.

3. Responsibility for discipline of pupils and coordination of groups during trip.
4. Carrying out follow-up discussion and evaluation; the classroom teacher then has the main responsibility for follow-up.
5. If an individual teacher plans a trip he has the sole responsibility of all the preceding steps.

(B) Teacher Preparation after cleared through office:

1. Contact establishment to be visited for:
   a) definite date and time
   b) coordinate with office for transportation
2. Inform business to be visited as to -
   a) number of people on trip
   b) age level of group
   c) prior information of students
   d) some questions the students might ask
   e) ask business if there are any questions they or their workers might ask of you or the students
3. Check for any material business might have to help students for preparation.

(C) Student Preparation:

1. Special instruction for them as to -
   a) courtesy
   b) departure - arrival time
   c) appropriate clothing (safety factor)
2. What they are to observe:

a) atmosphere (do workers seem content?)

b) working conditions (heat, lighting, safety)

c) duties performed

d) workers clothing

e) number and variety of workers

f) type of machinery

A second major activity involves bringing the community into the classroom. These resource people are plentiful and many are willing to enter the classroom, in their working clothes, and discuss or demonstrate in some way their occupations. During the winter months this activity should take precedence over trips out of the school. Students respond exceptionally well to this approach. It is more the "real thing".

There are several activities that can be worthwhile done separately or in conjunction with the two major ones. Activities such as role-playing, reading-reporting, interviews, mock assembly line, etc... In addition there are books, tapes, slides, film-strips, etc. available for individual or class use.

One of the major techniques have students report (written or oral) on "What my father does", "What I would like to do", individual interviews, etc.

These activities and techniques were suggested by the members of the committee mostly on the basis of experience. These are things which have been tried in one or all of the five participating towns.

## OTHER POSSIBLE ACTIVITIES & TECHNIQUES

1. Scrapbooks
2. Photo-lab
3. Rotating library
4. Career Orientation week
5. Occupational charades
6. Bulletin Board
7. Play writing (work oriented)
8. Commentaries
9. Mock Interviews
10. Puzzle built of job occupation or jobs according to clusters.
11. Work then and now.
12. Puppet shows.
13. Relate toys to occupations..
14. Have occupations store having jobs as the product students buy.
15. What else can you think of?

Here is a partial list of the trips and activities already accomplished this year. The degree of success, in each case, depends upon the degree of teacher preparation and follow-up . These trips listed were cooperative efforts between the project counselors, and teachers. It is hoped that individual teachers try more activities on their own during the spring of this year.

TRIPS (Both large and small groups)

1. Conservation
2. Ski Areas
3. Bell-Gates Lumber Mill
4. Atlas Plywood Corp.
5. Logging Operations
6. Four different farms
7. Forest Plantation
8. Maple Sugar Industry
9. Tree Nursery
10. Fire Stations
11. Planetarium
12. Turkey Farm
13. Montgomery Toy Factory
14. Office Practice Cluster
15. Building Trades "
16. Police Department
17. Shelburne Museum
18. National Guard Armory
19. Mohawk Indian Reservation
20. Asbetos Mine
21. Turf Farm
22. Sweat-Comings Co.
23. Larson Hockey Stick Factory
24. Sheldon Pulp Mill
25. Grand Union
26. Telephone Company
27. Vermont Educational T.V.
28. Post Office
29. Fleming Museum
30. Granite Quarry
31. Channel 3 T.V.
32. Radar Station
33. Apple Farm
34. Montreal Stock Exchange
35. Two Department Stores

While on these trips certain students are designated to conduct interviews. A suggested procedure for interviews is as follows:

SUGGESTIONS FOR INTERVIEWING: These questions should be modified. expanded or eliminated and put into appropriate language to suit the level of the students doing the interviewing.

Please add your own ideas and tailor the interview as you see fit. The planning, interviewing and follow-up should emphasize OCCUPATIONS AND CAREERS.

1. What is your name?:
2. How long have you been doing this job?
3. How did you get this job?
4. Why did you want this kind of job?
5. Did you come from this area originally?
6. What do you do on your job?
7. What do you have to know to do your job?
8. Do you need any special education or training? (If so, what kind?)
9. Can both men and women do this job?
10. How many hours a week do you work?
11. How much vacation do you get?
12. What do you like about your work?
13. What don't you like about your work?
14. How long does it take to learn to do this job?
15. Are there opportunities for advancement?
16. What is the pay? Beginning, average, top? (Be careful of wording.)
17. Does this type of job require any special type of personality?
18. Is union membership required? How do you get into the union?
19. What are the fringe benefits? (Health, retirement, etc.)
20. What is the nature of the work environment? Indoor, outdoor; quiet, noisy, clean, dirty; work alone or in groups, etc.
21. How many workers are there in this office/factory/store,etc.
22. What are the different jobs here?
23. How old do you have to be to work here?
24. How does someone get a job here:
25. Do you have both men and women workers here?
26. Will there be many opportunities for work in this field in the future?
27. Do you recommend this type of work to today's young people?
28. What school subject seems most essential to your work?
29. What school subject is important for gaining promotion?
30. Which school subject is least essential in your work as for promotion?

## Sample Guideline For The Use of Resource People

A. Initial Preparation:

1. Initial contact to secure acceptance and set time.
2. Gain some background information on resource person in order to prepare introduction.
3. Describe what you want and how you can help; size of class, purpose of visit, facilities available, what you expect of them.(use following form)
4. Go over the basic presentation with person before actual visitation.
5. Give student general background of this person's occupational area.
6. Draw up a general list of questions to help flow of presentation and prevent repetition.
7. Be prepared to interject some questions yourself of certain things you want covered or skipped over.

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B. Outline Form for Resource Person:

From:_____

Grade _____

School _____

Dear_____,

The students in my class are studying_____.
We would appreciate some knowledge about this area from a person who is involved. We are quite interested in this kind of work and the particular job you do. Listed below are some of the items we would like to have you cover in your presentation to the class.

1. Job Title
2. Duties involved.
3. Required preparation or training.
4. How and where can this training be gained?
5. Why do you work?
6. Are there certain social characteristics needed for this job?

7. Is there a sufficient supply of workers for this job?
8. Average starting salary, salary after five years.
9. Is there a large demand for this job?
10. How long have you been doing this job?
11. What are the advantages and disadvantages to your job?
12. Are there any physical requirements for the job?
13. Do you work alone or with others?
14. If you work with others is there need for cooperation among the workers?
15. Do you like your job?
16. How do you feel at the end of a day's work?
17. What courses in school would help you on your job?
18. Would you recommend this job to us?
19. Is this a job that either men or women could do well?
20. Please leave time for some questions.

Thank you very much for giving some of your time to help us.

Sincerely yours,

Teacher or Class

To date the staff of the I.V.E. Project and the teachers in the five towns have gotten off to a solid start using a variety of methods. There are, however, certain pit-falls to avoid in the future. The three most important don'ts are: (1) poorly planned and expected trips or visitations, (2) isolation of Career Education from the rest of the curriculum, (3) Failure to include careers which require a great deal of training and preparation.

In summary of this phase of the project, Dr. Marland has an excellent point, "I would expect it (Career Education) to heighten the intellectual quality of education because school work would become more meaningfulland stimulating resulting in higher motivation.....None of us really learns in a vacuum. We learn for a purpose. The more effective the schools are in capturing a youngster's curiousity and capitalizing on his interest, the more he will want to learn.

FOLLOW-UP: Thank you letter; report for newspaper; and any type of work in art, math, science, social studies or linguistics which will promote further learning about the occupations involved and emphasize the relationship between what you learn in school and what is required in the occupation.

For newspaper reports the following questions should be emphasized:

1. Who went?
2. Where did you go?
3. When did you go?
4. Why did you go?
5. What did you do?
6. Who did you speak with?
7. What JOBS did you see?
8. What did you learn about JOBS?

In many cases it is just as valuable to bring the career into the classroom. Several teachers have used this procedure with excellent results. The carpenter can demonstrate his tools and with help from the students build something. The same kinds of interview questions can be asked of this person. One first grade teacher is inviting all the fathers into her class to discuss and demonstrate, where possible, the work they do. Another teacher photographed a building as it was being constructed. Then a member of the construction firm came to the class and explained the slides and work involved. Each community is loaded with resource people who are willing to do what they can to help.

Once you try a trip or a visitation the opportunity to enhance other areas of study is tremendous. One teacher, after a field trip, integrated the trip into social studies, mathematics, science art and language. The end result was a more meaningful lesson and learning process for her students in all subjects. The more times this kind of integration and follow-up takes place, the better the students benefit. The feeling of several teachers, who have tried this, is that each student contributes more of himself to his work and the class.

Career Education Field Trip and Follow-Up Form

Trip Reason _____

_____

Destination _____

Date _____ Grade Level _____
day year

Number Involved _____

Time Element _____

Substitute Needed: Yes ☐ No ☐

Transportation Needs _____

_____

Follow-up Form

Is there a presentation available? Yes ☐ No ☐

What is the length of said presentation? _____

What subject areas could this be applicable to? _____

_____

_____

Job Description (informal) _____

_____

_____

How could this trip be improved? _____

_____

# AVAILABLE EQUIPMENT AND MATERIALS

A. Equipment in each school

1. 2 x-15 Instamatic cameras
2. 1 Carousel Slide Projector
3. 1 Cassette Player-Recorder

B. Materials in each school

1. 18 volume set of 'Our Wonderful World' with many sections on careers. (grades 6-8)
2. Complete set of "I Want To Be Books" with 36 titles (grades 1-4)
3. 2 copies of a book "What Do People Do All Day" (grades 1-4)
4. 6 volume set of Sextant Career Awareness series (grades 1-4)

C. Equipment available upon request

1. Kodak Pageant Projects (16mm sound projectors)
2. Super 8 mm sound film projectors
3. Super 8 films loop projector (2)
4. Overhead Projectors
5. Dukane Cassette and Film Strip Player. Uses standard viewing screen
6. Dukane Cassette and Film Strip Player: self contained
7. Cassette Player-Recorder
8. (2) DASA Viewers (microfilm, microfiche)
9. Carousel slide projector
10. (8) Jack adapter: to convert from standard phono-jack to cassette mini plug (ordered)
11. 2 Listening Systems with 6 to 8 headsets with Individual Volume Control
12. Individual Headsets to go with cassette player

# MATERIALS AVAILABLE UPON REQUEST

1. Guidance Associates Self Awareness series, set of five. Excellent series with applications for grades 1-5, called "First Things" series (F/s with cassettes)

   a. "Guess Who's In A Group"
   b. "What Happens Between People"
   c. "What Do You Expect Of Others"
   d. "You Got Mad: Are You Glad"
   e. "Who Do You Think You Are"

2. Eyegate Materials. Set of 9 F/s with cassettes "The Wonderful World of Work" and "The A B C's of Getting and Keeping a Job" (grades 4-9)

   a. "What Is Your Future In The Changing World Of Work"
   b. "Labor Unions"
   c. "On The Job"
   d. "Budgeting Your Money"
   e. "Health Rules To Follow"
   f. "Applying For The Job You Want"
   g. "Preparing For The Job You Want"
   h. "The A B C's Of Getting and Keeping A Job"
   i. "Quiz Step"

3. Eye Gate series F/s with cassettes "Me, Myself and I" 6 F/s (grades 4-8)

   a. "What About Other People"
   b. "Where Do We Go From Here"
   c. "Who Am I"
   d. "Why Do My Feelings Change"
   e. "How Can I Improve Myself"
   f. "What Can I Do About It"

4. Imperial Film Co. Where Do We Get-series 4 F/s with cassettes (grades 3-5)

   a. "Where Do We Get Our Milk"
   b. "Where Do We Get Our Paper"
   c. "Where Do We Get Our Lumber"
   d. "Where Do We Get Our Bread"

5. Educational Communications Industries, Inc. 4 F/s with records (grades 4-6)

   a. "What Will I Be" (Introduction)
   b. "What Will I Be" (Working With Things)
   c. "What Will I Be" (Working With People)
   d. "What Will I Be" (Working With Ideas)

6. Imperial Film Co. 4 sets of film strips (grades 1-3)

a. "A City Is People At Work"
b. "Airport Workers"
c. "The Ocean Is Jobs For People"
d. "Cotton Growing and Ginning"
e. "Cotton Spinning and Weaving"
f. "Designing Cloth For Clothes"
g. "Silk Screen Printing"
h. "The Garment Factory"
i. "The Retail Store"

"Cotton Clothing From Field To You"

j. "My Mother Works In A Bank"
k. "My Mother Works In A Drug Store"
l. "My Mother Works In An Office"
m. "My Mother Works At Home"
n. "My Mother Is A Waitress"
o. "My Mother Is A Dental Assistant"

"Mothers Work, Too"

p. "My Dad Works In A Super Market"
q. "My Dad Works In A Shoe Store"
r. "My Dad Works In A Factory"
s. "My Dad Works In A Service Station"
t. "My Dad Is A Carpenter"
u. "My Dad Is A Moving Man"

"Fathers Work"

7. SVE Ed. F/s with cassettes "Job Opportunities Now"
6 F/s with cassettes (grades 8-12)

a. "Requirements In The World Of Jobs"
b. "Achieving Success In The World Of Jobs"
c. "Job Opportunities In A Restaurant"
d. "Job Opportunities In A Hospital"
e. "Job Opportunities In A Department Store"
f. "Job Opportunities In A Super Market"

8. SUE Ed. F/s with cassettes="Vocational Decisions"
3 F/s with cassettes (grades 8-12)

a. "An Introduction To Vocation"
b. "The World of Work"
c. "Counseling in Vocational Decisions"

9. S.R.A. Occupational Briefs (2 sets of 400 job summary briefs) (grades 8-12)

10. S.R.A. Occupational Awareness Kit (2). A kit which helps a student gain orientation according to his abilities and educational plans. Contains 400 Job Descriptions, 20 Job Family Booklets, 6 Basic Study Booklets, and a Job Research Kit. (would serve as a good beginning point for the 9th grade w.o.w. course)

11. S.R.A. "Job Family Series" a series of 20 booklets set up to cover job families (grades 7-12)

Jobs in--

a) Science
b) Mechanical Work
c) Outdoor Work
d) Technical Work
e) Selling
f) Clerical Work
g) Engineering
h) Mathematics
i) Building Construction Trades
j) Electronic Data Processing
k) Social Work
l) Education
m) Professional Home Ec.
n) Unusual Occupations
o) Psychology
p) Performing Arts
q) Publishing
r) Art
s) Agriculture
t) Health

12. Career Development Lab. (cassette interviews of 60 different occupations) Well done interviews of workers on their jobs, grades 7-12.

1. Electrician
2. Dentist
3. Fashion Model
4. Actor
5. Stewardess
6. Buyer
7. Policewoman
8. Dental Hygienist
9. Computer Programmer
10. Veterinarian
11. Account Executive
12. Radio Broadcaster
13. Business Consultant
14. Salesman
15. Minister
16. Personnel Counselor
17. Research Scientist
18. Pharmacist
19. High School Teacher
20. Technical Writer
21. Cosmetologist
22. Nurse
23. Park Director
24. Reporter
25. Secretary
26. Social Worker
27. Commercial Artist
28. Theatrical Agent
29. Editor
30. Librarian
31. Banker
32. Cost Analyst
33. Medical Technologist
34. Physical Therapist
35. Physician
36. Dietician
37. Court Reporter
38. Telephone Operator
39. Realtor
40. Driver/Salesman
41. Civil Engineer
42. Electronic Technician
43. Accountant
44. Insurance Salesman
45. Golf Professional
46. Fireman
47. Teaching Assistant
48. Tool and Die Maker
49. Record Producer
50. Photographer
51. Electronic Assembler
52. Auto Mechanic
53. Waiter/Restaurant Manager
54. Stockbroker
55. Lawyer
56. Architect
57. Forester
58. Military Personnel
59.
60.

13. Educational Resources Inc. Kit; World of Work 1. Through a series of 14 cassette lesson tapes, 6 discussion tapes and Student Record Book. The kit serves as a source which presents the problems encountered by employees during their first few weeks on a new job. (grades 8-12)

Tapes 2

1. The First Few Days
2. Getting Help and Information
3. My Man My Creep
4. Too Much Talk
5. Don't Blow Your Cool
6. The Magic Words That Get You Fired
7. Excuses
8. Supervisors Are Human, Too
9. Money, Money, Money
10. Company Rules and Company Customs
11. Stick Up For Your Rights
12. Promotions
13. Giving Notice
14. The Fast Exit

15-20. Discussion Tape

14. Educational Resources Inc. Kit. World of Work 2. A series of 12 cassette tapes and Student Record Books. The kit deals with the interview process and application forms. (grades 8-12)

a. Contacting Job Interviews
b. The Agency Interview
c. Words You Must Learn
d. Making A Good Impression
e. Selling Yourself
f. The Positive Approach
g. Handling Difficult Questions
h. The Wrap Up
i. What You Need To Know To Fill Out An Application Form

j-l. 3 Discussion Tapes

15. Western Publishing Co. Life Career Game. A stimulation game designed primarily for high school but with less depth it has been used as low as the sixth grade.

16. Books: Available in one or two copies for students from grades 1-9. As the need becomes necessary, additional copies can be ordered.

a. What Do People Do All Day? by Richard Scarry
b. C.B.Colby by Soil Savers
c. Men At Work In The South by Henry Lent
d. Men At Work In Hawaii by Harry Rubicam, Jr.
e. Men At Work In New England by Henry B. Lent

f. You Pay For It by Andrews
g. You Said It by Andrews
h. About Him by Andrews
i. The Job You Want by Andrews
j. It's Up To You by Andrews
k. About Her by Andrews
l. Border Patrol by William Crawford
m. Men At Work In Alaska by Frances Smith
n. Men At Work In The Mountain States by Harry Rubicam, Jr.
o. Men At Work In The Great Lakes States by Henry Lent
p. Men At Work On The West Coast by Henry Lent
q. Let's Go On A Space Trip by Michael Chester
r. I Want To Be A Postman by Carla Greene
s. I Know A Weatherman by Barbara Wiliams
t. Let's Go To A Supermarket by J.M.Goodspeed
u. Wait Till Sunday by Susan Dorritt
v. Busy Bodies by Clare Bowman
w. Let's Go To A Clothing Factory by Harry Lazarus
x. Let's Go To A Fish Hatchery by Marion Place
y. Let's Go To The Telephone Company by Naomi Buchheimer